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ABSTRACT

The abstracts were taken from the final reports of projects in Oregon funded under the Vocational Education Amendments of 1974, Part C and D, during the 1973-74 year. The projects include those funded through monies administered and allocated by the State of Oregon and those operating under direct Federal grants. The abstracts have been reproduced directly from project final reports, with only minor editing, in order to maintain the intent desired by the original writer in each project. The 27 projects are grouped into the categories of career awareness (six projects), career exploration (nine projects), preparation (four projects), and specialization (eight projects). In general, the following information is provided for each project: title, institution, project director, project duration, costs, number of students affected, and number of staff involved. Most of the abstracts include a description of the project (educational setting), the purpose, procedures, and outcomes. Copies of complete final reports are available from the Career Education Section of the State Department of Education as are sample materials produced by the projects. (Author/HS)

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ABSTRACTS
of Completed
1973-74
Research - Exemplary
Projects

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FOREWORD

The following abstracts are taken from the final reports of projects funded under the Vocational Education Amendments of 1974, Part C and D, during the 1973-74 year. The abstracts include those funded through state administered and allocated monies as well as those operating under direct federal grants. The latter, Part D federal funds, include David Douglas Public Schools "VIGOR" and Springfield Public Schools. Under Part C are PCE 7-10 Portland Public Schools and SIXCO Malheur. It should be noted that the abstracts have been reproduced directly from project final reports, with only minor editing, in order to maintain the intent desired by the original writer in each project. Copies of complete final reports are available from the Career Education Section of the State Department of Education as are sample materials produced by the projects.

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TITLE: An Integration of Career and Consumer Education and Reading and Language Arts Program Goals

INSTITUTION: AREA III, Portland Public Schools
District No. 1, Multnomah County

PROJECT DIRECTOR: Dr. Ralph C. Hodges, Reading Coordinator
Address: 1221 Southeast Madison
Portland, Oregon 97214

Phone: 233-2487

PROJECT DURATION: July 1, 1973, through June 30, 1974

COSTS:

Federal	Local	Other	Total
$5,600	$800	None	$6,400

NUMBER OF STUDENTS AFFECTED: 160/year NUMBER OF STAFF INVOLVED: 26/year

Project Description:

Area III is a subdivision of an urban school district that has experienced an increasing proportion of socio-economic disadvantaged students. This fact is borne out by the common boundaries with the Model Cities program in Portland, Oregon. A research of the possible approaches to developing an awareness of career and consumer education concepts is of greatest importance among primary grade teachers. Goal-based instructional planning and development is thought to be an integral part of meeting the need for developing an awareness of specific aspects of career and consumer education curricula.

Purpose:

The purpose of this project is to investigate the fact that there is a true deficiency in the school experiences of children in primary grades for creating an awareness of career, consumer, and reading skill goals. This study will attempt to identify primary grade-level materials that might be useful in helping children secure a personal identity and increased awareness of himself in relation to the social and economic systems around him.

Procedures and Outcomes:

Although career and consumer education has seemed an unlikely curriculum area for children in grades 1-3, this project will investigate, study, and identify the content of teaching materials, textbooks, and classroom media commonly used in the reading and language arts curriculum in Portland Public schools.

Major project activities: 1) Pertinent course-level goals for career & consumer education and reading skills instruction were developed; 2) reading and language arts materials were studied for content related to career and consumer education; 3) teachers were surveyed as to their current thoughts and classroom procedures in the teaching of career and consumer education concepts.

Outcomes of the project: 1) A goal-based criteria checklist was developed for identifying and classifying the content in language arts textbooks; 2) a field-survey questionnaire instrument was developed and yield from this survey will be presented; 3) Prototype Teaching materials and instructional guides were developed, field-tested and evaluated by users; 4) a syllabus for training classroom teachers in the use of the instructional guides and related teaching activities was developed; 5) an outline of a dissemination brochure was developed and will be printed before September 1974.

This project has been refunded for its exemplary phase during the 1974-75 school year.

TITLE: Local Production of Relevant Awareness Media

INSTITUTION: Central School District 13J

PROJECT DIRECTOR: William K. Custerhout, Director of Career Education and Federal Projects

Address: 1610 Monmouth Street
Independence, Oregon 97351

Phone: 503-838-0030

PROJECT DURATION: 7/1/73 through 6/30/74

COSTS:

Federal	Local	Other	Total
$1,335	$953	----	$2,228

NUMBER OF STUDENTS AFFECTED: 300/yr NUMBER OF STAFF INVOLVED: 25/yr

Project Description:

Central School District is a predominantly rural district in Polk County with about 1200 children in six elementary schools. There is little major industry, but there are a number of smaller businesses, with the majority of them being service oriented.

The project is aimed at supplementing field trips and class visits by providing readily available, locally oriented, relevant media materials for teachers to use in Career Awareness Education. This is a research project to determine the feasibility of using short super eight films with tape cassette narratives about people at work in our community to assist in providing meaning to elementary education.

Purpose:

To determine the feasibility of local production, dissemination and evaluation of super eight films, not more than three minutes in length, with accompanying audio cassettes, of local people at work in occupations in the community.

Procedures and Outcomes:

Eight film/tapes were actually completed and their use begun in elementary classrooms. A supplemental grant provided additional funds during the year, and teacher guides were developed for each film/tape.

The filming was completed during August, and editing and script development continued into October, when the supplemental funds were applied for and subsequently received. The teacher guides were completed about May 1, and the films, tapes and guides were evaluated by Dallas School District teachers.

TITLE: Continuing Project in Career Awareness Grades K through Six for Union County

INSTITUTION: Union County Intermediate Education District

PROJECT DIRECTOR: Robert P. French

Address: 1605 Adams Avenue, La Grande

Phone: 963-4107

PROJECT DURATION: July 1, 1973, through June 30, 1974

COSTS:

Federal	Local	Other	Total
$9,700	$11,143	----	$20,843

NUMBER OF STUDENTS AFFECTED: 2,300

NUMBER OF STAFF INVOLVED: 100 (Classroom teachers and some ancillary personnel)

Project Description:

Of the 5,000 students attending schools in Union County, 2,300 are in grades one through six and are involved in this Project. Students in this partially isolated County are vocationally disadvantaged when they leave the area to seek employment. The two major industries of Forest Products and Agriculture are limited in educating children for the majority of jobs available in the larger world of work.

Purpose:

The major focus of the Project is to make students, teachers, administrators, parents, board members and others aware of the Career Awareness concept through personal involvement. Emphasis is placed on assessment, planning, implementation and continuity of the Awareness Program within the existing curriculum in each school of the County. Another area of the Project is providing services such as Resource Development, Career Awareness classes for teachers and teacher Career Awareness committees for developing and disseminating materials.

Procedure and Outcomes:

During the first year of the Career Awareness Project in Union County, much of the activity centered on County-wide in-service, needs assessment and providing some previously developed materials to teachers from existing exemplary projects.

This year, 1973-74, the main thrust of the Project supported the first year's efforts and concentrated on building definite criterion based programs. Significant in this effort was the establishment of three Career Education classes that were offered to area teachers through Eastern Oregon State College. An Industrial Arts class related to Career Awareness was arranged through the Career Awareness Coordinator and Larry Kroll for area teachers. This class was taught by Mr. Kroll, the La Grande Junior High School Industrial Arts instructor.

In-services were held at all six elementary schools in Union County plus the three in Wallowa County, for teacher committees involved in developing their schools' five-year Career Awareness programs. The Coordinator served as a resource person in all planning sessions.

A supplement, consisting of newly developed activities, was completed and provided to all teachers to insert in their original copy of the IDEA Book.

Presently, a small SIXCO Grant has been provided to develop another supplement for teachers. The supplement contains activities, interdisciplinary in nature, in addition to other resources. This supplement will be distributed to teachers at the beginning of the 1974-75 school year.

Also being prepared as part of the project is a resource speaker and field trip guide. This guide is being developed largely by the La Grande Activities Program. Production of this guide will be through the Union County IED.

TITLE: Educational Career Awareness Program - "Career Caravan"

INSTITUTION: School District No. 6, Central Point, Oregon

PROJECT DIRECTOR: Bob D. Thomas, Director, Career Education
Address: 4410 N. Rogue Valley Boulevard
Central Point, Oregon 97501

Phone: 664-4560

PROJECT DURATION: August 1972 - June 1974

COSTS:

Federal	Local	Other	Total
$15,800	$9,902	----	$25,702

NUMBER OF STUDENTS AFFECTED: 1400 NUMBER OF STAFF INVOLVED: 104

Educational Setting:

The Career Caravan project has been conducted with all five of the elementary schools within School District No. 6, Central Point, Oregon. Total student population for District No. 6 is approximately 4,000 and all 4th, 5th and 6th grade students and approximately one-third of the grades 1-3 students, participated in this project. The socio-economic range for these students is generally for low-middle to poverty level.

Purpose:

The purpose of the Career Caravan Project is to infuse within the elementary curriculum of District No. 6 career education philosphies and techniques, and involve students in "hands-on" activities basic to selected occupational areas.

Procedures and Outcomes:

The basic concept of the Career Caravan approach to career awareness is to offer elementary teachers resource personnel and mobile facilities for assistance with awareness activities not generally available to them. This concept proved quite successful as most elementary teachers welcomed resource personnel assistance and the mobile facilities not otherwise available.

In-service sessions relative to basic career education philosophies and techniques were conducted and accomplished their objectives, and after two years of operation we feel intensive in-service is the key to an ongoing awareness program.

Student attitude changed in a positive direction based on pre- and post-work attitude taken by students during the first year of operation, on most work related attitudes surveyed; average positive change - 18 percent.

The most important outcome from this project and the value of this approach has been the effectiveness in which it has stimulated the growth of career awareness activities within our elementary program.

TITLE: Elementary Career Awareness

INSTITUTION: Eugene School District No. 4J

PROJECT DIRECTOR: Jan Sjolander, Career Awareness Specialist
Address: 200 N. Monroe
Eugene, Oregon 97402

Phone: 687-3405

PROJECT DURATION: June 1973 through June 1974

COSTS:

Federal	Local	Other	Total
$3,000	$8,130	----	$11,130

NUMBER OF STUDENTS AFFECTED: 350 NUMBER OF STAFF INVOLVED: 26

Project Description:

School District #4J is a consolidated district of about 20,500 students, grades 1-12. The total elementary school population is 10,050 students in 31 elementary schools with about 550 elementary staff members. Two elementary schools have been involved in this project. The project school has a student population of 495 with 29 staff members. The control school has a student population of 316 with 20 staff.

Purpose:

The purpose of Eugene's Elementary Career Awareness Project for 1973-74 is to identify components of the Career Awareness process that are guidance oriented and develop an in-service program to increase staff awareness of the guidance components and how the components can be incorporated into classrooms. In the next year the project will focus on staff involvement and implementation into the classrooms. The project has the potential of involving 1000 elementary students, grades K-6, next year.

Procedures and Outcomes:

The project identified and defined guidance components as they related to classroom Career Awareness and provided an in-service for the staff of the project school to become acquainted with the guidance components as a functional part of everyone's lives and the relationship of the components to Career Awareness in their classrooms.

Planning: Extensive planning went into identifying components and development of the in-services.

In-services: A 15-hour developmental workshop was given to the project staff to familiarize them with the function of guidance components.

Outcomes:
1. 26 staff members in the project school participated in the in-services.
2. The project staff and control staff participated in the evaluation.
3. The project staff is ready to continue involvement in the project and implement components in the classrooms.

TITLE: Total Career Program For Pleasant Hill Students

INSTITUTION: Pleasant Hill School District No. 1

PROJECT DIRECTOR: Darrell Jones
Address: Route 9, Box 750
Pleasant Hill, Oregon 97401

Phone: 747-2917

PROJECT DURATION: July 1973 through June 1974

COSTS:

Federal	Local	Other	Total
$4,250	$1,460	----	$5,710

NUMBER OF STUDENTS AFFECTED: 755 NUMBER OF STAFF INVOLVED: 52

Educational Setting:

The Pleasant Hill School District is located in the southern tip of the Willamette Valley, about a 10 minute drive from Eugene, Oregon. The district covers an area of 113 square miles with an estimated population of 5000 persons. The majority of the populace either drives into Eugene for employment or works in the forest products industries in Oakridge or the Cascade Range of mountains east of the school district. The school district has only limited financial support from industry and depends almost entirely upon local property taxes for support.

The educational system of the district follows a 3-3-2-4 plan with a total of 1400 students and 81 certified staff members involved. Within this student project population, 325 are currently enrolled in the primary school, 280 are in the junior high school and 150 are involved at the freshman and sophomore level. It is the belief of the district that the development of a person's perceptions of himself in a career role is a continuing process which requires constant focus on relevant experiences throughout his entire life.

Purpose:

Increasing the Career Awareness of Primary and Elementary School Children, Grades 1-6 is the title of the teacher's guide developed by teachers to implement the program. The project is aimed at the four life roles of vocational, recreational, family and citizen with emphasis on "Who Am I?," "Where Am I Going?," and "How Do I Get There?" The Career Awareness program is implemented by infusing the entire program through the curriculum guides already developed at Pleasant Hill. The infused process eliminates an additional preparation for the elementary teacher and correlates the program, grades 1-6, through an already established curriculum. The teacher's guide is organized by grade and subject level and is divided into the following parts: (1) subject, (2) unit, (3) concept, and (4) objective. Also included in the guide is a student pre- and post-test, teacher pre- and post-survey, teacher post-guide evaluation, community post-survey, job description form, field trip questionnaire and bibliography of material presently in the library. Career Awareness is an infused process whenever feasible and not taught as a separate unit.

The Pleasant Hill Junior High School has developed twenty-four mini-courses to be taught on an elective basis for 9 weeks in duration during the eighth period of the day. The mini-course guides are ready for dissemination to small rural junior high schools throughout the state.

The Junior High staff also increased the SUTOE offerings from one class to two, due to the increased demand from students, generated by exposure at the elementary school.

The Pleasant Hill High School has written, implemented and prepared materials ready for dissemination in four career areas: Health Services, Child Services, Business Education and Construction Technology. These courses and materials prepare students for their junior and senior years in a cluster of their choice.

Procedures and Outcomes:

1. The program was initially implemented during the 1971-72 school year for grades 1-6.

2. A curriculum supplement containing teacher guides in the areas of Language Arts, Social Studies, Science, Math, Art, Health and Music developed for grades 4-6.

3. The program was expanded to include grades 1-3 in 1972-73 and the primary curriculum supplement was written.

4. Teachers have utilized the curriculum supplements and integrated materials into the existing curriculum.

5. Teachers recorded data concerning their experiences with the supplement and materials.

6. Teachers have prepared periodic reports, participated in evaluation, plus upgraded and expanded teaching materials.

7. Staff conducted in-service workshops have been held at the grade level, building level, district level, as well as for the community and county.

8. The program was expanded to include grades 7-10 in 1973-74 and curriculum supplements were written by the staff.

The guides were published in August of 1971 and revised in August 1972, and revised again in August 1973, containing an infused process of teaching career awareness through subject matter curriculum guides already developed by the Pleasant Hill School District. (See sample page from Career Awareness Guide - Appendix 2). The guides also contained pre- and post-testing for students and teachers; a student attitudinal test; a community survey of the project effectiveness; and a form for teachers to evaluate the guide at the end of the 1972-73 school year. The appendix contained job description forms, field trip questionnaires and job family categories. A resource bibliography for both teachers and students was also provided.

TITLE: Consortium for Planning, Developing, and Implementing Exploratory Industrial Career Development Models (Phase I of Three Phases)

INSTITUTION: Oregon State University

PROJECT DIRECTOR: Larry J. Kenneke, Assistant Professor
Address: Industrial Education
Oregon State University
Corvallis, Oregon 97331

Phone: (503) 754-2733

PROJECT DURATION:

COSTS:

Federal	Local	Other	Total
$12,498	$6,125	$2,310	$20,933

NUMBER OF STUDENTS AFFECTED: NA NUMBER OF STAFF INVOLVED: 25

Project Description:

Oregon State University, in cooperation with the Oregon State Department of Education and four public school districts, has participated in a joint project designed to facilitate career development through exploratory industrial arts programs. Participating districts include Albany, Ashland, Klamath Falls, and Philomath.

Purpose:

The plan calls for a three-year consortium of public school districts whose purpose is to design several alternate program models with accompanying materials which provide guidelines and give impetus to career development programs for industrial arts students in the middle grades.

Procedures and Outcomes:

Phase I will facilitate conceptualization of alternate industrial career development models with accompanying materials. Phase II activities will result in further development and selected pretesting of Phase I instructional materials and in-service training of affected personnel. Phase III will encompass year-long staff development and pilot testing of Phase I and II career development materials. Models and accompanying materials will then be evaluated, revised, and disseminated to other districts.

Outcomes of Phase I in four schools: 1) Five program models were developed; one each for Albany, Ashland and Philomath and two for Klamath Falls. 2) Selected staff from each district participated in monthly in-service activities. 3) All industrial education staff have been affected by the project. 4) Each district has committed staff and/or funds toward implementation of program models.

TITLE: Health Careers Exploration

INSTITUTION: Roosevelt High School
Portland Public Schools

PROJECT DIRECTOR: Margaret Smith
Address: School: 6941 N Central, Portland
Home: 1619 NE 77th, Portland

Phone: School: 286-0025 or 286-5781
Home: 252-7694

PROJECT DURATION: July 1, 1973, through July 1, 1974

COSTS:

Federal	Local	Other	Total
$13,105	$10,269	----	$23,374

NUMBER OF STUDENTS AFFECTED: 417/yr NUMBER OF STAFF INVOLVED: 6/yr

Project Description:

Roosevelt is an urban high school situated in the St. Johns district of Portland, Oregon. The school population, between 1557 and 1345, is composed essentially of "blue-collar" families. An increasing number of students come each year from a low-economic housing project within the school boundaries.

Many Roosevelt students fall into two, or both, characteristic groups--disadvantaged basic skills, including reading and terminal students. A portion of them have or are having low-level experiences in the world of work.

Purpose:

The Health Career Exploration Project, an exemplary program, is designed to integrate career education materials (1) pertinent to student understanding of themselves and the decision-making process (applicable to all areas of career selection) and (2) those specific to the health area into the existing health education program. The focus is on specific components-self concept, decision-making and exploration.

Since health education is a state graduation requirement, all students at Roosevelt High School will eventually receive exposure to this aspect of career education.

Procedures and Outcomes:

The project has utilized teaching staff to develop in-classroom activities and curriculum devices necessary to the development of positive self-concepts and decision-making skills-both essential elements in the area of career decisions.

The project has developed sources and resources for student exploratory experiences. These sources run a wide range, from group experiences (30 or 11) to individual (1 to 1) experiences.

The project has refined and redeveloped a curriculum guidebook in the area of integrated health education/health career education. (The original curriculum guidebook was developed in 1972-73.)

The project has developed a tape-slide-overhead presentation for public relations and orientation purposes for those inside and outside the Roosevelt community.

The project has identified and refined those numbers of students with purported interests in health careers.

The project has in 1973-74 affected 417 sophomores in skill development of self-concept and decision-making and in exploratory opportunities within the community.

TITLE: An Integrated Approach to Junior High School Career Education

INSTITUTION: Cal Young Junior High School

PROJECT DIRECTOR: Robert F. Berkley
Address: 2555 Gilham Road
Eugene, Oregon 97401

Phone: 687-3234

PROJECT DURATION: 1 July 73 through 30 June 74

COSTS:

Federal	Local	Other	Total
$7,150	$14,500	----	$21,650

NUMBER OF STUDENTS AFFECTED: 483 NUMBER OF STAFF INVOLVED: 20

Educational Setting:

School District 4J in Eugene, Oregon, serves approximately 21,000 students; we have eight junior high schools serving approximately 5,000 students. Cal Young Junior High School has about 650 students in grade 7, 8 and 9. The socio-economic status of the Cal Young attendance area could be described as middle income.

Purpose:

The purpose of this program is to provide a comprehensive, formal, Career Education Program to all 7th and 8th grade students through a Learning Center Program, integrate that program with all other Career Education Programs in the school, and finally integrate Career Education into all subject areas. During the first year the 7th grade program was developed and implemented. It was our goal this year to develop an 8th grade program and begin integration of Career Education in the subject areas.

Procedures and Outcomes:

The project involves a full-time counselor teaching the 7th grade program. Two staff members and a teachers' aide are available to the 8th grade program. Other staff involvement includes members of the Career Education Committee.

To further develop the program we have utilized faculty meeting in-service time, professional leave time for staff to visit other programs, and have planned a staff workshop for August 74.

Outcomes: 1) A 168-page teacher manual for the 8th grade program was published and available in May 1974; 2) all staff were involved in in-service activities; 3) our Career Education Committee made an all-school survey of Career Education presently taught in the subject areas; 4) 72 visitors to the project throughout the school year; 5) a required 7th and 8th grade program in Career Education is now implemented into the school; 6) Career Education will be integrated into 9th grade classes by fall of 1974.

Annual Report available from: Project Director

TITLE: A Community Experience Based Career Exploratory Program for Vale Middle School

INSTITUTION: Vale Middle School, School District No. 15

PROJECT DIRECTOR: Dr. Edwin W. Morgan, Superintendent

Address: School District No. 15
403 E. Street, West
Vale, Oregon 97918

Phone: 473-3248

PROJECT DURATION: January 1973 through September 1974

COSTS:

Federal	Local	Other	Total
$2,750	$8,029.40	$----	$10,779.40

NUMBER OF STUDENTS AFFECTED: 180 NUMBER OF STAFF INVOLVED: 10

Project Description:

School District No. 15 is an elementary school district with a student enrollment of approximately 650 students in grades 1-8. The population of Vale is approximately 1,750. The main industry is agricultural or related products. The main components of the financed base are row crops, cattle ranching and dairy farming. The community has a high concentration of students from low income families. Only the Vale Middle School is involved in this project.

Purpose:

The purpose of the Vale Middle School exploratory program is to build a foundation for a community experience based career education program that will enable students to make better career selections in secondary and post-secondary school years. Also, the program is designed to give equal emphasis to boys and girls relative to career exploratory experiences.

Procedures and Outcomes:

The basic procedures in building a foundation for the exploratory were to form a lay advisory committee for the purpose of establishing a sound support base from the community; to develop a students needs assessment to enable students and teachers to know "where they are" and "where they want to go;" to develop a community resource guide that would identify the adult skills and talents available for use in providing concrete examples of the world of work for students; to visit other schools for ideas and adaptable models; and to develop physical facilities to accommodate the program.

Staff members have attended workshops, taken extension courses, visited other schools, held staff meetings and read a wide variety of materials to gain insight into the concept of career exploration.

Outcomes thus far include a lay advisory committee and good community support; a great deal of staff development and involvement; a student needs assessment guide; visits to other schools; hosting of visitors; and completion of physical components to accommodate the philosphy and program for career exploration.

TITLE: A Proposal to Develop and Implement an Exemplary and Innovative Career Exploratory Program in Sherwood Intermediate School and Sherwood High School

INSTITUTION: Sherwood School District 88J

PROJECT DIRECTOR: Earl A. Knight
Address: Sherwood School District 88J
Sherwood, Oregon 97140

Phone:

PROJECT DURATION: September 5, 1973, through June 7, 1974 (to be continued)

COSTS:

Federal	Local	Other	Total
$830	----	----	$830

NUMBER OF STUDENTS AFFECTED: 122 NUMBER OF STAFF INVOLVED: 6

The Problem:

Sherwood School District 88J is a small district with an enrollment of approximately 1300 students in grades one through twelve. Of this total number, Sherwood High School has an enrollment of 382 students in grades nine through twelve. Sherwood Intermediate School has an enrollment of 347 students in grades six through eight. The district does not have an exploratory program in Vocational Disciplines for seventh and eighth grade students and does not have the equipment and proper facilities at the Intermediate School for offering such an experience. The plan calls for transporting the students to the new facilities at Sherwood High School where equipment and staff are available. The plan is to involve all the eighth grade students in exploratory and career-oriented programs in the areas of Business Education, Home Economics, Industrial Education and Vocational Agriculture-Horticulture.

Description:

The plan is to have an exploratory curriculum developed for Business Education, Home Economics, Industrial Education and Vocational Agriculture-Horticulture. This curriculum will be available to all eighth grade students in the Intermediate School who will be bussed daily to the High School for participation in the program.

Objectives:

The objectives include developing the eighth grade student's awareness to self and to the world of careers, to the awareness of the many occupations in the immediate and surrounding communities, to identify and achieve desirable student outcomes, to help the handicapped to achieve in the curriculum, and to extend the career-oriented program to these students so that upon High School graduation, they are employable.

Expected Contribution to Education:

This program will demonstrate the effectiveness of a career-oriented exploratory program for the eighth grade to the entire district. The program will be observed and may be adopted by other districts in Oregon and elsewhere.

TITLE: "A proposal to Assist Oregon City School District No. 62 to Plan and Implement A SUTOE Program in An Existing Curriculum"

INSTITUTION: Thora B. Gardiner Jr. High, Oregon City School District 62

PROJECT DIRECTOR: Lee F. Maxwell
Address: 180 Ethel Street
Oregon City, Oregon 97045

Phone: 656-4293

PROJECT DURATION: July 1, 1972, through June 30, 1974

COSTS:

Federal	Local	Other	Total
$5,250	$900	----	$6,150

NUMBER OF STUDENTS AFFECTED: 780 NUMBER OF STAFF INVOLVED: 39

Project Description:

Oregon City School District has a population of 17,800 and is located 13 miles south of Portland. Paper manufacturing and light agriculture are the primary industries. The School system has a total enrollment in 1972-73 of 5,850; this is approximately an 8 percent increase over last year. The district has one high school with an enrollment of 1200, two junior high schools with an approximate enrollment of 700 each and eleven elementary schools. The project setting is Thora B. Gardiner Jr. High School which includes grades 7-9 and a Special Education Class.

Purpose:

The purposes of Oregon City's exemplary project were to implement a career program at the junior high school level (7-9) using SUTOE objectives through an interdisciplinary approach without major staff additions and to involve 100 percent of the students and staff in career activities.

Procedures and Outcomes:

The project provided necessary worktime, consultants, and visitations for the staff to rewrite their curriculum inserting pertinent career items as they seem to fit.

The major activities were: (1) training of 26 of the staff by completion of a SUTOE In-service Workshop and training of 6 staff members in the use and interpretation of the General Aptitude Test Battery and Interest Checklist; (2) to provide approximately 1200 hours of staff time rewriting curriculum.

The major outcomes have been: (1) 100 percent involvement of the students; (2) approximately 95 percent involvement of the staff; and (3) approximately 95 percent of the curriculum rewritten and tested in the program.

Annual Report available from: Oregon Department of Education

TITLE: Materials Development Center for Career Awareness

INSTITUTION: Linn-Benton IED

PROJECT DIRECTOR: Burr Fancher, Regional Coordinator
Address: P.O. Box 967
Albany, Oregon 97321

Phone: 926-8621

PROJECT DURATION: November 1973 through April 15, 1974

COSTS:

Federal	Local	Other	Total
$750	----	----	$750

NUMBER OF STUDENTS AFFECTED: 2,500 NUMBER OF STAFF INVOLVED: 125

Project Description

This project involved 125 teachers from 20 elementary school districts that comprise the attendance area of Albany Union High School. These elementary schools vary in size from a two teacher rural school to a large city elementary district with 140 staff members.

Purpose

The purpose of this project was to disseminate some of the excellent materials that have been developed by the career awareness cadre members. The games and activities, used to teach career awareness, require considerable time for development.

Procedure And Outcome

A series of eight materials development workshops was held in local schools. Trained cadre members were hired to supervise the sessions and provide the models.

All participants were provided with models, materials and consultant help for developing materials for their own classroom.

All participants were able to develop one or more career awareness activities for their own classroom.

TITLE: Model Career Exp. ratory Program

INSTITUTION: Junction City Junior High School

PROJECT DIRECTOR: Anthony Kennedy
Address: Fifth and Maple Streets
Junction City, Oregon 97448

Phone: 998-2392

PROJECT DURATION: September 1972 through July 1974

COSTS:

Federal	Local	Other	Total
----	$946	$4500	$5,406

NUMBER OF STUDENTS AFFECTED: 500/yr NUMBER OF STAFF INVOLVED: 35/yr

Project Description

School District No. 69 is an average small district with approximately 1800 students in grades 1-12. The population of Junction City is 2535 with a high concentration of low income families. The major industries are farming and lumbering. The major limitations encountered are resistance to change and a lack of funds to bring about a change.

Purpose

Development of a model career exploratory program based upon identified useful components from other model exploratory programs in school districts throughout the state. This project is designed to serve as a "Replication" or "Transportation" model.

Procedures and Outcomes

The staff was involved in five in-service sessions. Group process techniques were utilized, primarily group problem solving through negotiation. Visitations were made to six different schools. Performance contracting was utilized for revising existing curriculum, improving competencies, providing materials.

Project is complete, and the result is a "component-built" career exploration program.

TITLE: M.U.S.I.C. (Music - Utilizing Students Investigating Careers)

INSTITUTION: Beaverton School District No. 48

PROJECT DIRECTOR: Peggy Swafford - String Music Chairman, Elementary

Address:

P. O. Box 200
Beaverton, Oregon 97005

Phone: 649-0244

PROJECT DURATION: September 1, 1972, with an extension to June 30, 1974

COSTS:

Federal	Local	Other	Total
$5,027.53	$969.85	----	$5,997.38

NUMBER OF STUDENTS AFFECTED: 25 to 100 NUMBER OF STAFF INVOLVED: 1

Project Description

School District No. 48 is a consolidated district of approximately 22,000 students in grades 1-12. One Intermediate School in the district was involved in this project. The recipients of the Careers in Music project were from a variety of socio-economic and academic ability backgrounds.

Purpose

The purpose of the Music Careers program was to make available information pertaining to Careers in and related to Music for the students involved in Band and Orchestra at Cedar Park Intermediate School, grades 7, 8 and 9. These Careers were explored as vocation and avocation in nature.

Procedures and Outcomes

The basic procedure was in compiling a list of Music Careers in and related to Music. The secondary procedure was in defining this list as much as possible to be used by Music Educators in pursuing this as part of Career Education. The third procedure was providing students with the opportunities to hear and talk with people involved in some of the Careers.

The final outcome is a guide which is attached.

TITLE: **Interdisciplinary Basic and Career Education Program**

INSTITUTION: **Vocational Village**

PROJECT DIRECTOR: **Ronald L. Thurston**
Address: **Vocational Village**
5040 SE Milwaukie Avenue
Portland, Oregon 97202

Phone: **234-6604**

PROJECT DURATION: **June 1973 through July 1974**

COSTS:

Federal	Local	Other	Total
$----	$5,860	$4,200	$10,060

NUMBER OF STUDENTS AFFECTED: 250 NUMBER OF STAFF INVOLVED: 13

Project Description:

Vocational Village is a career oriented school serving approximately 400 to 500 students per year. The majority of the students are disadvantaged economically and are underachievers who need remedial basic education classes.

Purpose:

The purpose of the project was to develop interdisciplinary curriculum units combining career and basic education. A main thrust was toward total interaction among the staff to stimulate development of these units. The premise was that this type of curriculum would be highly motivational for the students at the Village.

Procedures and Outcomes:

The project incorporates a staff interaction in developing interdisciplinary curriculum units. In-service workshops were carried out through the summer, and schedules were developed to match career education instructors' time with basic education instructors. A list of objectives and a timeline were developed for the staff to follow.

Outcomes of the project: (1) total staff interaction; (2) development of at least one I.C.U. in each career education area; (3) development of ground work for further I.C.U.'s; (4) completion of competency listings for both career and basic education courses.

TITLE: **Career Guidance, A New Direction for Bend Senior High School (applied research)**

INSTITUTION: **Bend Senior High School, School District No. 1**

PROJECT DIRECTOR: **Ken LaMont and Bob Cother**
Address: Bend Senior High School
Foot of Broadway
Bend, Oregon 97701
Phone: 382-3513

PROJECT DURATION: **May 1, 1973, through June 30, 1974**

COSTS:

Federal	Local	Other	Total
$5,510	$750	——	$6,260

NUMBER OF STUDENTS AFFECTED: **75/year** NUMBER OF STAFF INVOLVED: **6/year**

Description of Problem:

School District No. 1 is located in Bend, Oregon. Bend has a population of 16,000 and is the marketing center for rural Central Oregon. The district serves 4500 students in grades 1-12, with 1300 students attending the senior high school. The community is relatively isolated from the major population centers of Oregon. As a result, the need for career guidance and decision making techniques is of paramount importance. In addition, the school district is experiencing a dramatic growth in population. Our career guidance program must develop practical career decision making skills, as well as facilitate self-understanding and acceptance.

Purpose:

To develop an experimental career guidance and education program which will eventually encompass grades 10-12. The focus of the program will be to include a career decision making unit into our existing curriculum.

Procedures and Outcomes:

The expected outcome of the project is to expand and improve those guidance services which relate to career exploration and decision making, and implement the necessary curriculum changes which will facilitate growth and awareness in these areas. A control group (sophomores who have had school-related problems) will be used to facilitate new innovative career decision making curriculum techniques. The group will also be surveyed to determine needs and direction and as an evaluation of techniques used. Procedures for future staff training and implementation will be developed through a newly developed faculty guidance committee.

TITLE: Meeting Individual Needs in Clusters

INSTITUTION: Klamath Union High School District #2

PROJECT DIRECTOR: Dr. Keith Bayne, Director, Career Education
Address: Klamath Union High School
MonClaire Street
Klamath Falls, Oregon 97601
Phone: 882-4446

PROJECT DURATION: July 1, 1973, through June 30, 1974

COSTS:

Federal/ State	Local	Other	Total
$1,850	$817.50	----	$2,667 50

NUMBER OF STUDENTS AFFECTED: 66/year NUMBER OF STAFF INVOLVED: 7

Project Description:

School District No. 2 is a Union High School District with approximately 2250 students in grades 9-12. Klamath Union High School, which houses grades 11 and 12, was the only school involved in this project. Currently there are seven clusters approved and in operation. Klamath Falls is located in the southern portion of Klamath County. Klamath County is the fourth largest county in the state, the eleventh in terms of population. The major employment in Klamath County is in the lumber and wood products industry (3,410), trade (3,350), and government (2,290). The manufacturing labor force tends to be heavily concentrated in a single industry - lumber and wood products.

Purpose:

The purpose of this project was to develop alternative methods of teaching in order to meet the individual needs of students in the Food Service, Metals, and Electrical cluster programs. These clusters will become competency based and will allow each student to proceed at his own rate with criterion referenced testing being utilized to determine competency level.

Procedures and Outcomes:

This project was concerned with staff development, individualized instructional systems, and providing alternative teaching methods in order to meet the individual needs of students. Major in-service activities: Fall in-service workshop on individualized learning and performance objectives; selection and adaptation of available instructional materials; development and review of audio-visual materials deemed to be appropriate for the various clusters. A total of 45 hours of staff in-service for each of seven staff members was planned and conducted. Each member also participated in a Division of Continuing Education class. The combined hours devoted to the project totaled 75 hours. Seven teachers were involved in developing the learning units; this group included one English, one Mathematics, two Metals, one Electronics, and two Home Economics teachers.

TITLE: **Interdisciplinary Support Classes**

INSTITUTION: **Banks High School, Banks School District No. 13**

PROJECT DIRECTOR: **James Alfred Smith, Principal**
Address: **P. O. Box 38**
Banks, Oregon 97106

Phone: **324-2281**

PROJECT DURATION: **June 1973 to July 1974**

COSTS:

Federal	Local	Other	Total
$850	$2,484	----	$3,334.06

NUMBER OF STUDENTS AFFECTED: 300/yr NUMBER OF STAFF INVOLVED: 6/yr

Project Description:

Banks High School is a relatively small rural high school with an enrollment of 300-310 students in grades nine through twelve. The program has been a tradition one based upon year courses with little or no cross discipline planning or cooperation.

Purpose:

The purpose of the Interdisciplinary Support Classes Project was to develop support classes for career cluster within the English and Math Department; to develop common cross cluster units or mini courses; to develop support materials for use by career cluster students in regular classes; to generally improve the quality of instruction to career cluster students and others by more efficient arrangement of classes so as to get a better utilization of staff talent.

TITLE: The Oregon Vo-Tech Math Project (Phase I)

INSTITUTION: Linn-Benton Community College

PROJECT DIRECTOR: Dell L. Swearingen, Math Instructor
Address: 6500 SW Pacific Boulevard
Albany, Oregon 97321

Phone: 928-2361, extension 304

PROJECT DURATION: Phase I January 1, 1974, through June, 30, 1974

PROJECT DURATION: Phase II July 1, 1974, through June 30, 1975

COSTS:

Federal	Local	Other	Total
$19,858.21	$2,800	$12,500	$35,158.21

NUMBER OF STUDENTS AFFECTED: 500 NUMBER OF STAFF INVOLVED: 30

Project Description:

Oregon high school students who will continue their education in terminal career occupational programs at Oregon community colleges make up more than half of the total Oregon high school enrollment. To provide these students, many of whom have severe learning handicaps, with the mathematics they "need," and to allow for flexibility in mathematics programs, resources must be made available to high school and community college instructors to make mathematics relevant to career occupations.

The ongoing Oregon Vo-Tech Math Project is designed to provide resources in the form of verbal problem sets for occupational courses offered in Oregon community colleges and secondary schools. At the present time the project has produced rough draft problem sets in each of the following areas: Wood Products, Forestry Tech., Marketing, Agriculture, Aviation Mechanics, Machine Tool Tech., Wastewater Tech., Food Processing, Nursing and Dental Assisting, Police and Fire Science, Welding, Building Construction, Diesel Mechanics, Industrial Mechanics, Industrial--Electrical and Hydraulics, Automotive Tech., Electronics, Drafting and Clerical.

At the present time verbal problems previously collected because of demand are out of print. Moreover, they were contained in rough draft booklets according to career cluster areas. These booklets were not in a practical form from a student or instructor's view point. We adopted an individualized format and will print the problem sets accordingly. Such a format allows students to work problems in various career areas and will alleviate material duplication by individual instructors. The above mentioned materials will be printed and ready for dissemination by September 1, 1974. The materials may be obtained through the Division of Continuing Education (DCE) on the Oregon State University Campus at a nominal fee.

Purpose:

The purpose of this phase of the ongoing Oregon Vo-Tech Math Project was to evaluate a small subset of our problem sets which have been individualized. We conducted this evaluation in 12 high schools and seven community colleges. Using the evaluation data, we hoped to: (1) make our materials more meaningful to students, (2) improve articulation and (3) investigate instructional strategies which seem to be most appropriate in the high schools and community colleges.

Prodecures and Outcomes:

The steering committee for the Oregon Vo-Tech Math Project identified the math packages to be evaluated and the high school and community college instructors who were to evaluate the problem sets. The problem packages were converted from their rough draft format to a new idividualized format by nine (9) community college instructors. A secretary provided the human resources to type, edit and proofread the testing packages. An intensive, one-day orientation meeting was held at Linn-Benton Community College to suggest possible instructional strategies, encourage articulation and disseminate the evaluation materials. The evaluation instruments consisted of a student form, an instructor form and the project materials.

After the evaluation was successfully begun, nine problem sets in rough draft were sent to earlier project partifipants. They converted the materials to the new individualized format, classified by math topic. As these problem sets were returned the secretaries began putting them in print-ready form.

Using the information gleaned from the evaluation materials we: (1) altered the format of the problem sets and (2) obtained further funding from OMEC for instructors to work on a summer project aimed at instructional strategies for using the Oregon Vo-Tech Math Project materials.

TITLE: Identifying Concepts and Writing Objectives for Use by Occupational Physics Instructors

INSTITUTION: Lane Community College

PROJECT DIRECTOR: Allan R. Gubrud, Science Department
Address: Lane Community College
4000 East 30th Avenue
Post Office Box 1E
Phone: Eugene, Oregon 97401
747-4501 ext. 381

PROJECT DURATION: July 1973 through July 1974

COSTS:

Federal	Local	Other	Total
$6,270	$1,300	----	$7,570

NUMBER OF STUDENTS AFFECTED: 1100 NUMBER OF STAFF INVOLVED: 28

Project Description:

Each of Oregon's 13 community colleges and Oregon Institute of Technology provides a variety of occupational and technical programs to nearly 40,000 students. Vocational or occupational physics is frequently included as a required or elected course in these programs.

Too frequently the student does not recognize the relevancy of physics because he cannot see how the general physics principles learned apply in his or her vocational field; and too frequently, the vocational physics instructor has less than adequate knowledge about the application of physics concepts to the various trades and vocations.

Purpose:

The primary purpose of the one week workshop was to identify which basic physics concepts are most applicable in each of several occupational areas. This was accomplished through articulation between instructors of occupational courses and vocational physics courses.

Procedures and Outcomes:

A five-day workshop involving 11 occupational and 12 physics instructors was held at Lane Community College. The occupational areas represented included auto, diesel, and airplane mechanics, machine shop, construction, welding, appliance, radio and T.V. repair, and electronics. The occupational instructors served as consultants for three of the five days during which time the physics instructors were involved in the task of writing instructional objectives for use in physics courses for occupational students.

The product of the workshop consists of 60 general instructional objectives and 420 performance indicators. Both the objectives and the performance indicators are keyed to a two dimensional occupational matrix which was developed at a previous somewhat similar workshop. One dimension consists of eight different occupational areas common to most Oregon community colleges. The second dimension consists of physics concepts. Numerical entries of 1-10 into the matrix rank each concept according to its importance in a particular occupational area.

TITLE: Systems Approach to Learning in Occupational Education

INSTITUTION: Clackamas Community College

PROJECT DIRECTOR: Donald J. Austen

Address: Clackamas Community College
19600 S. Molalla Avenue
Oregon City, Oregon 97045

Phone: 656-2631

PROJECT DURATION: June 30, 1973, through June 30, 1974

COSTS:

Federal	Local	Other	Total
----	$66,000	$19,000	$85,000

NUMBER OF STUDENTS AFFECTED: 1850 Directly NUMBER OF STAFF INVOLVED: 125
Approximately 41,000 College plus numerous high school cluster students.

Project Description:

This project encompasses the thirteen community colleges and certain selected high schools in Oregon. A center will be established which will bring together the often uncoordinated and separate efforts in curriculum development of many community colleges and high schools, and coordinate individual effort into a major thrust directed at common system development goals. The major effort will be the development of "Systems Approach" to learning (Individualized and self paced) in the state's community colleges and secondary schools with the secondary thrust of identification of learning systems now in use at the 13 colleges and dissemination of the information.

Purpose:

To further the introduction of an individualized "systems" approach of learning into the curriculum of occupational areas at the community college level and at the high school cluster areas. To generate and coordinate curriculum development. To gather statistics on present efforts for cooperative action.

Procedures and Outcomes:

Working with the deans of Occupational Education at the 13 community colleges; four areas of development were coordinated and summer curriculum development resulted; these were: Forestry, Welding, Horticulture and Office Machine repair. A composite of all present individualized learning systems in use at 13 colleges was compiled and published. A curriculum contact person for liaison was identified at each college, which group still functions.

TITLE: A Self-Learning Approach to Career Education in Teacher Preparation Programs

INSTITUTION: Oregon State University

PROJECT DIRECTOR: Dr. Henry Ten Pas

Address: Education Hall, Room 206
Oregon State University

Phone: 754-3738

PROJECT DURATION: July 1, 1973, to June 30, 1974

COSTS:

Federal	Local	Other	Total
$4,100	$8,882.15	----	$12,982.15

NUMBER OF STUDENTS AFFECTED: 600

NUMBER OF STAFF INVOLVED: 22, 2 full-time graduate students

Purpose:

The primary purpose of this project is to develop, test and evaluate self-learning materials in career education to enhance the developing career education component within the teacher preparation program at Oregon State University. The career education module has been developed in such a way that it can be used by a multi-audience. This would include not only students within the teacher education program but also in-service teachers in the field as well as educational administrators. The module is packeted in such a way that it makes use of slikes, cassette tapes and printed materials to raise the questions in the total areas of career education, namely the awareness, exploratory and specialization phases of the project. It has been developed to deal with both the economic aspects of career education as well as giving attention to the supporting life roles.

Procedures and Outcomes:

1. The development of the career education module to be utilized in the Teacher Education Program at Oregon State University.
2. The exploration of the establishment of a Career Education Center at Oregon State University. This investigation resulted in the publication by Roger King of the pamphlet, Who Needs the Humanities in Career Education.
3. The committee provided a review resource for Doctors Frank Cross and Carvel Wood in the development and refinement of career education material for Theory and Practicum II and III.
4. The committee provided a ready source of resource people available to teachers of the State of Oregon to be used in in-service workshops.
5. The establishment of an intern program in the Springfield School System.
6. The project has been instrumental in relating career education to the vitally needed aspects of cultural diversity.
7. The impetus from this project through the career education committee has provided a viable vehicle for the first real move towards an interdisciplinary approach to career education at Oregon State University.

TITLE: Project Career (PCE 7-10)

INSTITUTION: Marshall High School, Portland Public Schools

PROJECT DIRECTOR: Tom Parr
Address: Marshall High School
Portland Public Schools
252-9162

Phone:

PROJECT DURATION: January 1972 through June of 1973

COSTS:

Federal	Local	Other	Total
$94,491	$11,000	$8,009	$113,500

NUMBER OF STUDENTS AFFECTED: 2100 NUMBER OF STAFF INVOLVED: 152

Project Duration:

Project Career Exploration (PCE 7-10) was a project funded jointly by the U.S. Office of Education, the Oregon Board of Education and Portland Public Schools. The funds totaled $113,500 and were used during the period from January 1972 through June of 1973.

Funding Break-Down	$94,491	U.S. Office of Education
	3,009	Part B funds
	5,000	EPDA
	11,000	Portland Public Schools, Central and Area II

The project was funded again for continued and extended work at the K-12 grade levels for the 1973-74 year.

Personnel Involved:

The personnel involved in the project included 128 teachers, 8 counselors, 7 building Career Ed Coordinators, 7 building principals, an area Career Ed. Specialist, and a Project Coordinator. An advisory committee made up of representatives from this group gave planning and direction for the project's implementation.

The student population in grades 7 and 8 of the project schools approximated 1100 and in grades 9 and 10 it approached 1000 for a total student population of 2100 students.

Mission of the Project:

The focus of the project was on Identification Planning, Development and Implementation of integrating a curricular emphasis on Career Orientation and Exploration Experiences at grades 7 through 10. As a result of these experiences, students were assisted in making informed though tentative choices of occupational clusters or a cluster that they would pursue at grades 11 and 12.

The nature of the project was that of providing guidance and counseling services through the instructional staff and program that was based upon a planned series of activities within an effective educational program.

Goals and Objectives of Project Career Exploration:

Throughout Project Career Exploration, the site schools have addressed themselves to the Area II Goals for Career Education and have primarily concentrated in this project on the goal for Career Exploration which is:

> Every learner shall, upon completion of the grade 7 through 10 portion of his public school education, have explored, through hands-on expeiences, many jobs found in broad families of occupations to enable the learner to make an informed, though tentative, choice of a cluster-based skill training program in which to participate beginning at grade 11.

Four components of the proposal constituted the direction and events within the project. These components are:

1. The development of an overall articulation plan K-12, with specific detailing of the grade 7-10 program plans.

2. Identify, design and implement curriculum and staff development program required by the grade 7-10 plan.

3. Provide a career guidance and counseling program through instructional activities that will enable the learner making a tentative career choice at the end of grade 10.

4. Design and implement an evaluation process for the project that will include the elements of planning, documentation, interpretation and dissemination.

Project Location and Size:

The project site was located in the Marshall High School Attendance Area, within Area II of Portland Public Schools. The site schools included: Marshall High School with 1,800 students including approximately 900 students in the 9th and 10th grades. Five elementary schools K through 8: Kelly, Lent, Marysville, Whitman and Woodmere as well as Binnsmead Middle School made up the feeder-schools of which approximately 1,000 students were in grades 7 and 8.

Procedure Followed:

An advisory group consisting of an administrator and a selected staff member (now referred to as career education building coordinators) from each of the project schools, met at regular intervals with the Project Coordinator, Tom Parr, and Area II Career Education Specialist, Leroy Wallis, to assist in the planning and developing of the general format within which the project would operate.

The following timeline constitutes the major activities employed during the project period:

1. A workshop of K-6 teachers from site schools was held to discuss the goals of career awareness for the area upon which the detailed career exploration plan should be based.

2. A graduate class was held involving 56 teachers and administrators, during which the participants developed an understanding of the State Career Education Plan and the existing program employed in some schools throughout the state of Self Understanding through occupational exploration. This course was taught by Tom Williams, Career Exploration Specialist, State Department of Education. The outcome of this course was that each participant or group of participants from a site school developed a plan of implementing the SUTOE concepts in their existing school curriculum.

3. A workshop in June involved an eighteen member team from site schools in planning a series of components, and activities to be implemented in the classroom during the project's operational year.

4. The eighteen member team trained 32 additional members plus the site school administrator in how to implement the designed plan during a one-week workshop in August.

5. The 50 members of the summer workshops worked with the remaining staff of site schools during a one-half day session at the beginning of school. The purpose of this one-half day session was to train the staff in the implementation process for each of the designed 7-10 components.

6. During the project's operational year, the original planning team met regularly to assess the levels of goal accomplishments, develop strategies and plan future activities as well as discuss problems or recommendations.

7. Six staff development programs were going on during the year at Marshall High School on Career Exploration.

8. A second graduate class (two sections of 23 students) on Career Education was held in the attendance area to develop the skills necessary for the staff to adapt the curriculum to career exploration and awareness.

9. An attendance area assessment and planning system was implemented to develop the overall articulation plan for the area grades K-12.

   a. Each site school developed a five-year career education plan for their school upon completion of the assessment. (This was done cooperatively within the attendance area.)

10. A summer writing team consisting of 60 staff members from site schools was established, and during a two-week workshop developed curriculum activities by grade level and subject matter discipline.

Results and Accomplishments:

The results and accomplishments of PCE 7-10 are many and varied. The change of attitude in the teaching staff is difficult to measure, and yet very obvious. The dedication to change a college oriented curriculum to one of individualization with a career education component answering the relevancy question for students is apparent throughout the project. Thses factors all have come about through the intense efforts of the professional staff to better understand the career education concepts and employ them in innovative ways toward the theme of: "Not teaching different things--merely teaching differently."

The results of the year's efforts are in a large part unable to be measured for another three years when the students who are currently seventh graders will be sophomores making their tentative career decisions.

Some of the major results are as follows:

1. Each student in grades 7 through 10 has a career exploration file folder established.

2. Over 1,400 students have gone on small group (10 or less) field trips to view and interact with adults in occupations of interest to them.

3. Each school had from 20 to 150+ speakers in from the community during the year to discuss their occupation.

4. Each 7th and 8th and 9th grade student has had during the year various interest inventories and computerized career information available to them. At the 10th grade each student was given the General Aptitude Test Battery and the U.S. Interest Check-list followed by counseling and interpretation so they could better understand themselves and make tentative career decisions.

5. A great many resources such as the Dictionary of Occupational Titles, Occupational Outlook Handbook Kits, professional magazines, pamphlets, visuals, tapes, etc., were utilized throughout the schools.

6. A system of communication, responsibility and facilitation has been established through the adoption of career education building coordinators.

7. Transportability to other attendance areas within the school system is in progress, with the establishment of attendance area coordinators and building coordinators. This, plus the PCE 7-10 model, components and concepts, are written into each area's long-range plan.

Conclusion:

Project Career Exploration 7-10 has, in the opinion of the project coordinator, the building principals and building coordinators, made giant strides toward implementing a career exploration process in a very short period of time.

Implications of this project will create changes throughout the district and state as transportability takes place.

Further refinement and purusal of a total career education system of awareness, exploration and preparation will be needed in the year to come, but through staff involvement and planning, a more comprehensive program should be in existence a year hence.

For a project to succeed, a grass roots approach such as that of PCE 7-10 must be used to gain staff commitment, involvement and understanding.

TITLE: Six Eastern Oregon Counties Project (SIXCO)

INSTITUTION: Malheur County

PROJECT DIRECTOR: Sam Banner
Address: Malheur County
P. O. Box 156
Vale, Oregon 97918
Phone: 473-3138

PROJECT DURATION: 1973-74

COSTS:

Federal	Local	Other	Total
$28,643	----	----	$28,643

NUMBER OF STUDENTS AFFECTED:_____ NUMBER OF STAFF INVOLVED:_____

Description of The SIXCO Project:

The SIXCO Project is sponsored by a consortium of six Eastern Oregon counties. The major purpose of the Project is to provide comprehensive career education programs for public school students in grades K-12 within the six county area. The six county area is geographically large, sparsely populated and rural. The majority of the school systems are located in small rural communities.

Subprojects within the SIXCO consortium may be roughly categorized into the following area: (1) staff development programs for professional staff in grades 1-12, (2) pilot projects at the middle school and secondary levels and (3) materials development at the elementary and secondary school levels. Some of the projects contain elements in each of the aforementioned areas.

A project management system was cooperatively developed by the IED superintendents, local district superintendents, and the Career Education Director in the Malheur County IED.

Although it was envisioned that projects would be generated in each of the various counties for the development and field testing of needs assessment procedures, none of the schools who submitted projects listed this activity as a major project component.

Project Evaluation:

The organization and content of a majority of the SIXCO subprojects did not satisfy the criteria necessary for establishing evaluation designs in which precise pre-post data can be collected for assessing outcomes. The evaluation designs for the subprojects are more accurately described as "information based." The internal and external evaluations focused upon two major thrusts: (1) to assess the effectiveness of the project activities and (2) to provide information for project schools in planning future career education programs and for developing career education materials.

Information for the third party evaluation was derived from the following sources: (1) an analysis of the subproject evaluation data submitted by the internal evaluators, (2) a review of the documents busmitted by the SIXCO Project director, (3) on-site visitations, (4) interviews with subproject personnel, and (5) a review of a sampling of the materials developed by subproject personnel.

Subproject Evaluation Summary:

Substantive data pertaining to the impact of subproject activities upon students is not available at this point in time. This type of information will not be presented until 1975. The thrust and content of the majority of the SIXCO subprojects precluded the collection of such data during 1973-74. Only one of the subprojects focused on direct involvement with students during 1973-74. The other projects were involved with staff development programs, materials development programs, and development of career education programs. As a result, the first year of these subprojects did not provide the opportunity for direct involvement with students except on a limited and sporadic basis. This is not inconsistent with the SIXCO goals outlined in the addendum. The 1973-74 academic year was designated for planning and development activities.

The subprojects involved primarily with staff development were sponsored by the Baker School District #5J, the Union County Intermediate Education District, the Grant County Intermediate Education District and Harney County Intermediate Education District. The content of the staff development programs ranged from the provision of from one to two day in-service programs to the provision of college courses for credit. Materials development, field experiences, the development of five year plans for career education, and career education programs development were integral parts of the staff development programs.

The following criteria were used by the subprojects to judge the impact of the various staff development programs: (1) changes in curriculum due to staff development experiences, (2) the development of plans for implementing career education programs in 1974-75 and (3) the development of units, career information packages, etc., for actual classroom and student use.

TITLE: Project VIGOR

INSTITUTION: David Douglas School District

PROJECT DIRECTOR: Omer K. McCaleb, Director of Career Education
Address: David Douglas School District #40
Portland, Oregon 97236

Phone: 761-3131

PROJECT DURATION: June 1970 through June 1973

COSTS:

Federal	Local	Other	Total
$330,900	----	----	$330,900

NUMBER OF STUDENTS AFFECTED:_____ NUMBER OF STAFF INVOLVED:_____

Description of Program:

1. Administrative Structure

The project has two full-time administrators--the project director and the assistant director, both of which were district positions serving grades 1-12. The director supervised cluster instructors, work experience coordinators, guidance specialist, and members of the advisory committees of the occupational areas and the central advisory committee.

2. Program Design

Project VIGOR was aimed at area-wide implementation of vocational orientation, guidance, work experiences and placement from grades 1 to 14. With this project vocational orientation and guidance were formally implemented in grades 1 to 14. Teacher training prepared teachers at all levels so that the major vocational thrust could be carried by them, particularly at elementary and middle school levels. Structures were developed to insure ongoing, direct involvement of business, industry, civic, educational, and government representatives.

The program demonstrated model vocational education system within elementary schools, middle schools, a high school, and a community college. Components were vocational orientation, grades 1-14; vocational exploration, grades 7-12; vocational guidance, grades 1-14; vocational relevance of general curriculum, grades 1-14; clusters of job families for vocational curriculum, grades 11-12; work experience, grades 11-12; articulation of program, grades 1-14; program evaluation and followup; and community-program cybernetics.

3. Program Components

A. Occupational Orientation--Elementary teachers (1-6) were given in-service instruction, published materials, and workshops designed to prepare teachers for motivation of students toward active classroom vocational involvement. Library and audiovisual materials, classroom supplies and materials (including textbooks where applicable) will be provided. A course in Vocational Exploration was developed for all

7th and 8th grades, based on a program in Oregon, "Self-Understanding Through Occupational Exploration," which linked general education, guidance, and occupational orientation. Exploratory work experience extended through the 9th grade.

B. Cooperative Education--Poetntial or actual dropouts were phased into short-term intensive training with a cooperative component, using community college and night school programs.

C. Intensive Job Entry Skill Training--Students who were handicapped or about to leave school, were placed in special programs utilizing the service of the Department of Vocational Rehabilitation, night school programs, and Mt. Hood Community College.

D. Occupational Guidance, Counseling, and Placement--14 specialists were supervised by the Vocational Guidance Coordinator who articulated and speculated vocational information, materials, program needs and data to the counselors and teachers, grades 1-12. Specific vocational resource centers in each school building were available for students.

E. Other--The community college involvement was chiefly the coordination of secondary to the post-secondary programs, so teachers, counselors, students andparents see program sequences and opportunities, and coordinated guidance, evaluation and follow-up.

4. Unique Features:

A. Implementation of cluster curriculum at secondary level that is coordinated with post-secondary training.

B. Provision of exploratory work experience for students before selection of an area of preparation.

C. Bringing handicapped and disadvantaged into general vocational curriculum.

D. Integration of coational and academic education into one general education program.

TITLE: Exemplary Project in Vocational Education

INSTITUTION: Springfield School District

PROJECT DIRECTOR: Donovan Kimball & Bob McKey
Address: Springfield School District
525 Mill Street
Springfield, Oregon 97477
Phone: 747-3331

PROJECT DURATION: July 1, 1973 through June 30, 1974

COSTS:

Federal	Local	Other	Total
$127,845	----	----	$127,845

NUMBER OF STUDENTS AFFECTED:_____ NUMBER OF STAFF INVOLVED:_____

Time Period Covered:

The Comprehensive Career Education Process in Springfield School District Project began July 1, 1973, and has just completed its first year of operation, June 30, 1974. This report covers that period.

Goals and Objectives:

The overall objectives to which the project directed itself included:

--To continue the process of developing and implementing new and proven career education and career guidance concepts.

--To provide a demonstration of the process used in developing and implementing concepts within the career education and career guidance.

--To provide a visible and transportable model of career eduation activities, materials, and processes to interest people.

Procedures Followed:

During this first year Springfield School District implemented these procedures:

--Hired a project staff to coordinate the project and to develop demonstration situtations.

--Planned and implemented in-services and staff development activities.

--Provided six half-day release in-services for total staff involvement (October 30 and December 11, 1973, January 29, March 5, April 16 and May 14, 1974).

--Formed the project leadership structure.

--Utilized community, state, national, personal and material resources.

--Provided for a continuous evaluation process.

--Organized an articulation process and developed dissemination materials.

Results and Accomplishments:

Upon reviewing the first year, we find that many results and accomplishments have been obtained in Springfield. This is especially true at the Career Awareness level in our fourteen elementary schools.

Building coordinators were chosen for each elementary school and all met together once a month to discuss problems and progress of the Career Awareness Process. The component was rewritten to better suit the needs of the staffs and students.

Three of the elementary schools, Brattain, Moffitt, and Mt. Vernon were "pilot schools" and became models or examples for other schools, in and out of the district. Visitations were held at each of these three schools once a month. This proved to be a very effective method of making the project visible to our own staffs as well as outside visitors. A total of one-hundred fifty-nine visitors observed the Career Awareness Process at these pilot schools during the first year. In addition, ninety-nine more persons visited several of our other schools including the four junior high schools and the two senior high schools.

John Young, an elementary school teacher, was hired as our Career Awareness Resource Teacher. In just a short time, John has already proven to be a valuable asset to our staff. The elementary schools will use his talents and leadership extensively for the next two years.

The Exploratory and Preparation levels did not progress as quickly as the Awareness level because of the late funding. Also, the District had commitments at the secondary level for graduation requirements and state evaluation.

Both components have been reworked, however, and summer workshops have already accomplished a great deal. The week after school was released, the junior high leadership team, composed of four members from each junior high, worked for one week on compiling an activity and unit booklet for classroom use. They also planned in-services for the second year, incorporated the guidance component into the exploratory component and wrote tentative district and building long-range plans.

A second workshop was held for seventeen high school staff members to interpret and gain knowledge about the General Aptitude Test Battery (GATB).

We are looking forward to a much more rewarding year in these two areas.

Evaluations:

Evaluations of the first year of the Springfield project have been obtained in several different methods. The Third Party Evaluator, Learning Communications Systems, visited the district several times and submitted several reports. The final report is contained in this report.

Post meeting reaction sheets and post presentation reaction sheets were developed and used to give us feedback and opinions on the various meetings, in-services, and consultants used.

Also, quarterly reports were submitted by each building coordinator, and these gave us a great deal of information about staff perceptions and problems needing attention.

Two follow-up studies were conducted as well. One concerned the graduates of both high schools. This is a nine-month and two-year follow-up study. The second study was developed by one of the EPDA Interns that was working with the Project. This concerned those students who left school before graduation. (See Appendix A, pages 5-16)

Conclusion and Recommendations:

The first year had many new experiences in Career Education at all levels. We want to continue with the six release half-day in-services, visitations to the schools (expanding this beyond the three pilot schools to all schools) and extension courses for staff members.

We feel it will be beneficial to incorporate the Guidance component into each of the other components as it relates to each level. This is being accomplished now.

The Career Awareness Resource Teacher is expected to be used very extensively the second year. Also, the recently hired Employment Specialist, Roma Cleavland, will help accomplish the goals of the Post School Placement Component.

We hope to progress as well in the second year at the Awareness level and more emphasis will be given to the junior and senior high levels.